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ABSTRACT

This booklet is intended to provide teachers with suggestions and ideas for various activities they can undertake with students to acquaint them with the ethnic heritage of their country, their city, and themselves. Suggestions and ideas are modifiable or adjustable to fit each individual classroom situation and teaching style. The booklet is not intended as a curriculum or teachers' guide for a unit or class in ethnic studies. Suggestions and ideas presented have the aim of helping an elementary school child appreciate his heritage and tradition. Part I addresses the necessary background in the study of ethnicity and explores "who am I; where did I come from, and reasons for immigration." Part II addresses "what is my heritage," focusing on the ethnic festival, including a series of activities such as ethnic parades, potluck suppers, and celebrating a holiday a month. It is concluded that ethnic studies represent one way of helping children develop a positive image. The inclusion of ethnic studies into the school curriculum is urged. (Author/AM)

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ETHNIC STUDIES

Ethnic Bicentennial Classroom Activities

South East Michigan Regional
ETHNIC HERITAGE STUDIES CENTER

71 East Ferry
Detroit, Michigan 48202
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UD 015 629

The following material was developed under the auspices of the South East Michigan Regional Ethnic Heritage Studies Center through a Title IX, H.E.W. grant during 1974-1975. This handbook is being field-tested and your written comments are welcomed. Additional copies of this and other ethnic studies classroom and teacher development materials are available at:

South East Michigan Regional
Ethnic Heritage Studies Center

71 East Ferry
Detroit, Michigan 48202

(313) 872-2225

PREFACE

In order to commemorate the Bicentennial Celebration, the South East Michigan Regional Ethnic Heritage Studies Center has committed itself to the publication of several cultural projects which will help young people better understand their ethnic American background.

This handbook was compiled by Beverly Simpkins, a teacher in the Detroit Public School System. It will serve as a guide to other teachers who wish to provide their students with an understanding of their American heritage.

Through the use of creative and thought-provoking projects, the booklet provides valuable direction for teaching the elementary school child about his ethnic roots, as well as giving information about migration patterns. The appreciation of other ethnic cultures is especially facilitated by the culminating activity of the book, the ethnic festival in the classroom or school.

The background material and activities, arranged in a concise and easily-read format, are available for immediate use by a busy teacher. Ms. Simpkins also includes a bibliography which will assist the teacher who wishes further information.

Joanne Bock
Editor of Cultural Projects
South East Michigan Regional
Ethnic Heritage Studies Center

About the author

Beverly Simpkins has been on the teaching staff of the Ferry School in Detroit, Michigan, for the past year and a half. She teaches in the platoon system and has taught both science and social studies on the fourth, fifth, and sixth grade levels. Prior to this, she taught at Balch School for six and one-half years. She is a graduate of Chicago State University, and received her early education in the Chicago Public Schools. She and her husband currently reside in the Detroit area.

Introduction

America is a country made up of many diverse groups, each having an ethnic background rich in culture, traditions, and heritage. During the more than two hundred years of our country's existence, the variety in our background has gradually become less obvious because of stress on the melting pot theory which has attempted to create an amalgamated "American" culture. Although each group has contributed to this merging of cultures, individual contributions of each ethnic group have been overlooked. Many people don't know the origins of foods they eat, holiday customs they enjoy, words they use. In short, they don't know a great deal about their own or their neighbor's ethnic backgrounds.

America was planned, built, and settled by many different peoples; yet those who have written our history in the past did not consider this an important factor. America is a land of many cities, each unique and housing a multitude of peoples whose plans, hopes, dreams, and hard work went into their foundation. Yet, little import has been given to this fact in the vast amount of written material on the history of American cities.

As the eve of America's two hundredth birthday approaches, many who are concerned about America's future believe that it is time to learn about the ethnic heritage of America, its cities and people. It is hoped that through learning, people will develop a new pride in themselves, who they are, where they come from, and what they have contributed to this country.

The first place to begin a serious study of ethnicity is in the classroom. The intent of this booklet is to provide teachers with suggestions and ideas of various activities they can do with students to acquaint them with the ethnic heritage of their country, their city, and themselves.

These suggestions and ideas can be modified or adjusted to fit each individual classroom situation and teaching style. Specific information regarding foods, music, dance, customs, holidays, dress, language, religion, history, famous people, etc., of individual ethnic groups has been omitted because of the sheer volume of this type of material. The information in this booklet has been simplified so that teachers and students can explore certain aspects of ethnic culture for the particular group under discussion. These suggestions are merely ways to utilize this information concerning ethnic groups in the school or classroom situation.

This is not intended as a curriculum or teachers' guide for a unit or class in ethnic studies. These are only suggestions and ideas which may be incorporated as part of a school's program whenever time or need permits. Many of them can be used in the homeroom or self-contained classroom as part of a reading or social studies lesson. They might also be used as school projects. In any event, they all have the aim of helping an elementary school child appreciate his heritage and tradition.

Beverly Simpkins

PART I

NECESSARY BACKGROUND IN THE STUDY OF ETHNICITY

Before any significant progress can be made involving ethnic studies, it is necessary to delve into some of the factors that identify a person as belonging to an ethnic group. Students should be made aware of the fact that all people in America came from some place else many years ago, and that, generally, the part of the world their ancestors came from determines their ethnic group.

WHO AM I - WHERE DID I COME FROM?

The following assignment illustrates the concept for the child that all Americans originated at some time from another part of the world.

PROJECT I

Have students cut out pictures of various kinds of people from magazines and old newspapers. On a large map of the world, paste the pictures on the continents from which the people or their ancestors came (Blacks on Africa, Orientals on Asia, Caucasians on Europe, Indians on North America, etc.). This can be done individually or as a group. As you work with the students, discuss the placement of people and the variety of peoples they see around them (on television, out shopping, in the movies, etc.). Have the children observe that only Indians are placed in North America but they see many different people around them. Where did they come from?

PROJECT 2

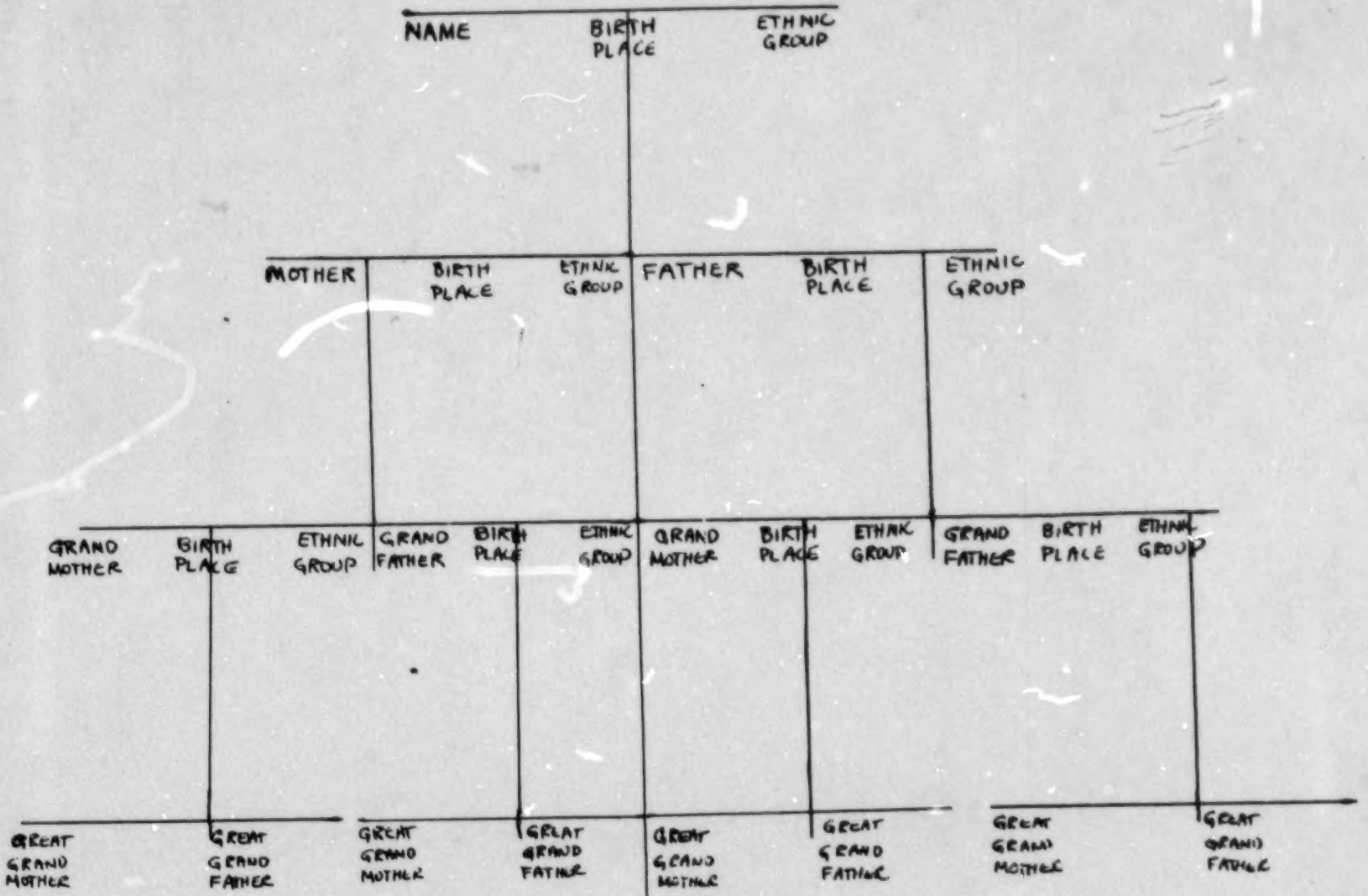
Students can also be encouraged to discuss with their parents and relatives their respective ethnic backgrounds, the origin of their ancestors, etc. Some possible ways in which to use this information might include:

The making of markers with the child's name written on them. They could be placed on the map in the area where the child's parents or ancestors originated. It should be noted that some children can belong to several ethnic groups through the intermingling of different groups and that some children have had ancestors here so long that they may not be able to trace their heritage. When studying geography, a marker could be highlighted when the part of the world a child's ancestors came from is featured. If there is a large segment, of children in the class from one particular ethnic group, special emphasis may be placed on their country when studying it. If the country is not a part of the curriculum, it should be added by using supplementary materials.

PROJECT 3

Another way to make children aware of their ethnic background and at the same time look at their ancestors and those people that came before them is:

Help the students develop a family tree. Much of the research work has to be done at home and with the help of parents. The students and teacher may trace the family background in as much detail as they wish or is possible. It could be limited to immediate family only and, therefore, omit information concerning uncles, aunts, cousins, etc. The students would make the family tree and put on it the name of the person, his relationship to the family, and where the person was born. If the person was born in the U.S.A., the ethnic group or groups should be included. The family tree might take the form in this illustration:


NAME
BIRTH PLACE
ETHNIC GROUP
MOTHER
BIRTH PLACE
ETHNIC GROUP
FATHER
BIRTH PLACE
ETHNIC GROUP
GRAND MOTHER
BIRTH PLACE
ETHNIC GROUP
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REASONS FOR IMMIGRATION

If students have parents, grandparents, etc. born in another country or another part of America, they could be asked to find out why the relative left his home to come here. Research could also be done to find out why various ethnic groups came to the United States or even closer to the child's home, the city of Detroit. The following Projects are an effective means for utilizing this information.

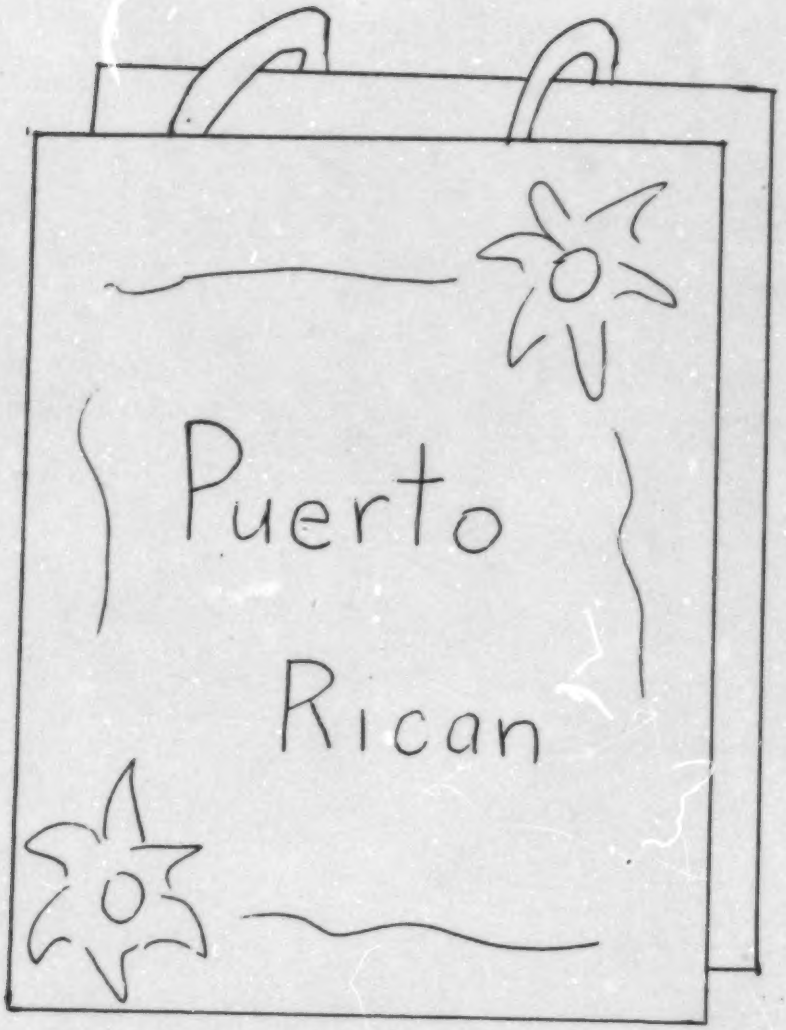
PROJECT 1

The class is divided up into groups with 2 or 3 students in each group. Each group selects an ethnic group and makes a sandwich board using posterboard with some design or picture on the front to represent their group. (See accompanying illustration.)

Now the students write a short story or poem about the reasons their ethnic group came to the United States or to the city. This would be an example:

I am a Puerto Rican
I came for the promise true
To have a home and a job
And enjoy life under the sky blue.

A program is arranged in which the child receives the opportunity to tell his story or recite his poem and wears the sign.



SANDWICH BOARD

At the end, all the children come together and recite the first few lines of the poem on the Statue of Liberty or any poem about the diversity of people in America. One child may dress as the Statue of Liberty and come in at the conclusion. This can be done on the stage or as two students move from room to room.

Another way to use the information concerning reasons for immigration to the U.S.A. is :

PROJECT 2

The students could make a list or chart with the ethnic group on one side and the reasons for immigration on the other side. The students could be arranged in groups, and the group having the most ethnic groups would receive a prize. The library, an encyclopedia, or world history book may be used to obtain information. After the information is listed, the teacher or students would make a bulletin board outlining the reasons people move from one place to another.

At certain times in our history there have been great movements into the country of specific ethnic groups. Research could be done regarding when there was the greatest influx of certain ethnic groups,

where they settled upon arrival, and how they were accepted. Some projects employing this information might include these:

PROJECT 3

Make a time line starting with America's beginning in 1776 and ending with this year, 1975. Place on the time line, at the appropriate time, the name of the ethnic groups that had the greatest numbers of emigrants to the United States during that time. Also, note where they settled. Teacher and students then write an "Ethnic History Book of America" which would illustrate from 1776 until the present, which groups came when, where they settled, and the reasons which motivated them to come to the United States. The same project could be used to illustrate the local ethnic make-up, origins, and distribution in the state or city of Detroit.

PROJECT 4

Local history sources can be used by the teacher and students in understanding the ethnic background of the city. Old newspapers, deeds, county records, interviews with old residents, census reports, the library, or any other resources can aid in tracing the ethnic character of a suburban neighborhood or an old neighborhood in the city. What should emerge is the

pattern of movement of groups into and outside of the city through the years. Students could discuss reasons for this movement (better job opportunities, a sense of security within the environment which in turn allows the family to move out of the ethnic ghetto, etc.). The ethnic composition of the neighborhood at a given time could be compared to the group that was emigrating to the city at the same time. The two may be the same. A discussion could be introduced emphasizing the tendency people have to stay together in new situations and therefore, creating neighborhoods with an ethnic character. The fact that relatives stay close to one another could also be introduced as a possible topic of discussion at this time.

PROJECT 5

If time and money permit, or are available, field trips could be taken to neighborhoods which still retain some of their ethnic flavor. Examples in Detroit would be Greektown, Hamtramck (Polish), Cass Corridor (Chinese), Chene near Edse' Ford (Yugoslavian and Albanian).

PROJECT 6

Another approach would be to trace one ethnic group's history

in this country or city or state, in particular emphasizing where large majorities of them live and have lived. An upward mobility pattern may emerge - that is, the people of this group move into more affluent areas of the city or suburbs as they stay in America over a period of time. A discussion centering on the reasons for this could be stimulated.

PROJECT 7

The students use a map of the world to determine which parts of the United States have large numbers of certain ethnic groups. After discussing the tendency of many people to stay in the first place they settle upon, students can trace the route ethnic groups probably took to get to America. They can see that those from Europe came across the Atlantic Ocean and so would most likely be in northeastern United States, those from Asia crossed the Pacific and would probably be on the west coast, and Mexicans crossed the Rio Grande and would be in the Southwestern states. They could look at a census report to see if their hypotheses were correct. Many ethnic groups could be located by country of origin and placed on an approximate point on the map where they might be expected to have settled. The migration from these sections might also be appropriately discussed here with special emphasis on reasons for movement, i.e., better opportunity, proximity to relatives, etc.

PROJECT 8

Students should be aware that the move to another culture is very difficult. They should also be aware that not all ethnic groups were welcomed to America. After discussing some reasons people were not welcomed (job competition, prejudice, etc.) the students could write stories or role play regarding the way it would feel to be in a new country.

To get a better idea of how one may feel in a new country without understanding the language, etc., the teacher could invite a person in to present a talk in a foreign language. He should then ask the students what he felt like when he did not know what the person was talking about. The teacher could also take the students to a part of town they have never visited and lead them away from the source of transportation. As a group they would try to find their way back. This should be related, in the child's mind, to a person new to the city, and attempting to find his way around. Again, discussion about how the child would feel in this situation should be encouraged. The students could also discuss and dramatize various situations in which they could help someone new in the country by helping them learn English, showing them around the neighborhood or school, explaining customs, i.e., eating, dressing, and the sampling of

foods. Other kinds of hypothetical situations could be introduced by the teacher for the children to act out. This is one such example:

> There is a new boy in class from Spain and he doesn't know how to get to the store. What can you do to help? There is a new girl in class from Mexico and Jane doesn't like her and is going to fight with her. What can you to to help? Toma is from Albania and wants to taste a hamburger. How can you help? Students could also discuss or list things they could learn from a person that was not born in America, ie., knowledge about foods, language, dress, customs.

PART II

WHAT IS MY HERITAGE?

Other themes for students to consider in studying their background is the unique language, foods, music, songs, clothes, dances, folktales, holidays, customs, arts and crafts, in short, cultural history of each ethnic group. These aspects of a culture should be included in any study about ethnic groups. Ethnic festivals are an excellent and enjoyable method for helping students learn about their and other groups' customs, and can be easily set up as a school project. Several rooms can work together on a festival or one room can do it on a small scale.

THE ETHNIC FESTIVAL

One way to approach the festival is for each room (if it is a school project) or committee of four or five students (if only certain rooms are participating) to select an ethnic group they would like to represent. At this time, it may be necessary to list with the students the names of various ethnic groups. They may be groups found in your city and neighborhood or elsewhere in the country. After the ethnic groups have been chosen, the students decide how they would like to present their ethnic group to other students. Research will make this aspect of the project easier. The library or ethnic organizations in the city may be helpful at this time. A local college or university may be able to provide the class with information and may even have a student from the country of the ethnic group chosen. The class could perhaps write to the UN or UNICEF in New York for further information. These organizations can provide interesting leads if they cannot aid the classroom project directly. Some suggestions on ways to present your ethnic group in a mini-festival are included in the following activities:

Activity 1

Demonstrate the songs, instrumental music, and dances of your group. Play records of the music and songs. Have the students draw pictures of the musical instruments used in the music or make a replica of them. Learn a folk song and sing it (if possible) in both English and the native

language. If there is a story behind the song, have students write about it, and/or illustrate it. Learn a folk dance of the particular chosen group and make an authentic costume for the dancers.

Activity 2

Prepare and serve some of the foods eaten by your ethnic group.

Activity 3

Make a mural using a sheet of paper as long as one wall of your room. Clothing of the native country, architecture of villages, or cities, a local custom, the celebrating of a holiday, the national flag, native foods, a national sport, or some famous landmark may be depicted on the mural. Have the students write a story explaining what is represented on the mural.

Activity 4

Make dioramas (a scene made in 3-D fashion in a box) of some aspect of your groups' culture. Any of the things represented on the mural in Activity 3 may also be made in a diorama. Students can also write a story telling about the scene portrayed.

Activity 5

Demonstrate some of the games played by the adults and children of a particular ethnic group. The students could set the game up in the room and play it while another child explains the game and how it is played. Many games are fairly simple and require very little equipment. Where possible, the class could make the games themselves using available material.

Activity 6

Dramatize a folk tale belonging to the heritage of the ethnic group chosen.

Activity 7

Demonstrate how some of the holidays or festivals are celebrated by your group by actually celebrating it in your room. Therefore, a class might celebrate the Chinese New Year by making a colorful dragon body from several sheets sewn together. The head could be made from papier maché. The students might stand under the head and drape the sheets around one another. The "Dragon" marches around the room while other students make noise on drums made of decorated

oatmeal boxes. Have students write a story about the holiday and encourage one to read it while the others act it out. A short skit could be written about how the festival or holiday came into being or is celebrated and presented.

Activity 8

Set up a "Hall of Fame" of famous people that belong to the ethnic group chosen. These people can be famous in the history of America or their native country, nationally or locally, great scientists or inventors, men and women who have made some contribution to the settling of America and the city, or who are famous today in music, art, television, movies, writing, government, service sports, science, business, etc. Students could write letters to those people living today, explaining what they are doing and requesting pictures and biographical information. Pictures may also be obtained from magazines, newspapers and books. Students can draw pictures of people they want to feature. For each person in the "Hall of Fame" there should be a picture and a short story illustrating the reasons that person is remembered and respected today.

Activity 9

A mural might be made showing the history of the group in America or the city. Scenes could be painted to illustrate the reasons they came, places of settlement, type of employment, and contributions they have added to the culture (example: Germans, Christmas trees; Italians, pizza).

These demonstrations, displays, dances, etc. could be set up in one large, central location where each group has a place which allows the public to walk around and observe. Another method of displaying exhibits is to set one up in each room which allows observers to walk from room to room. Still another alternative might be for each committee or room to present the ethnic mini-festival on the stage.

Activity 10

Another approach to ethnic festivals is for each room or committee to select an aspect of a culture, (i.e., music, dance, folk tales, arts and crafts, houses, foods, holidays, customs, costumes, history, government, etc.) and demonstrate it for several ethnic groups. In a school that has platoon or team teaching, the teachers could relate their presentation to their subject area. Some suggestions are:

Math Teacher

The math teacher could work with counting, numbers, monetary systems, weights and measures of various countries. The students could draw pictures or make replicas of the money used in other countries. They might make a chart showing how

to count in different languages. They could transfer some of our common weights and measures into what they would be in other countries. They could show the equivalent of foreign money to American money ($1.00 = ___ pesos). The students could set up a market display and show the prices of various items, (for example, car, television set, ice cream cone, potato chips, pop, can of beans, dress, shoes, etc.) in this country and contrast it with the cost in other countries. There could be a display of the history of objects used for money and trade in other countries.

Gym Teacher

The gym teacher could feature games played by many different ethnic groups. He might work with the music teacher and produce a show presenting songs and dances of many lands.

Art Teacher

The art teacher could display native crafts: e.g., kites of Japan, decorated eggs of the Ukraine, masks of Africa, pottery of Mexico. The students could reproduce or find pictures of famous art work of different ethnic groups.

Science Teacher

The science teacher might describe the weather or climate of different countries and have students draw pictures or make dioramas of weather conditions in several countries at a given time, for example, the month of December. The class might also possibly explore and discover the plants and animals native to other lands. The students could draw or find pictures of them and write short articles about their habits, and products they provide for the people (food, clothing, etc.) including background information regarding reasons they are found in a certain area. Examples might be seals, camels, tropical fruit, certain fish, etc. This material could be used on a bulletin board or put in a student-made book with an appropriate title.

Interdisciplinary Approach

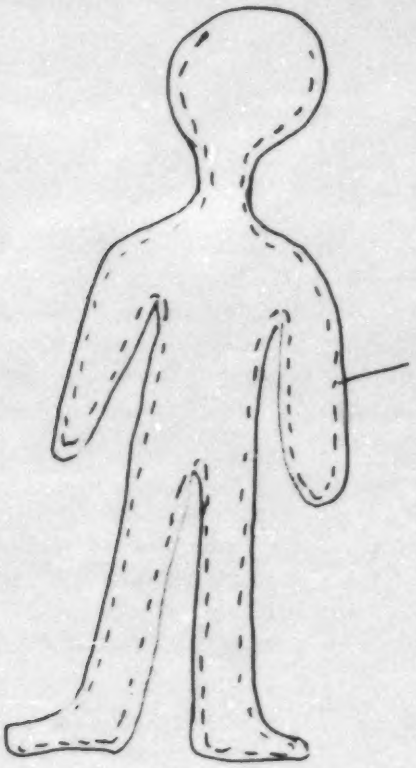
The science teacher could also work in conjunction with the home economics or a homeroom class on a project illustrating how different ethnic groups use the local produce in their country for their foods. The classes could use the information on plants and animals found in other countries and make a recipe book of dishes eaten by different ethnic groups using those ingredients native to their land. Some examples would be a Japanese dish that uses fish and rice, and African dish using yams, and a Mexican dish using corn and spices. The science class could make a display of famous discoveries and inventions in science and the country in which it was created. The ethnic group or place of birth of a famous scientist could be part of this display along with pictures and stories of the scientist and his discovery or invention.

Social Studies Teacher

In the classes where social studies is taught, the students could make booklets, draw pictures, or find examples of photographs or articles describing or illustrating in magazines the many forms of government found all over the world. Another project would be to find or make samples of some of the natural resources, manufactured goods, or products of different countries. The class could write short stories to accompany each sample telling which country the product comes from and how it is used. Another project would be to make a mural or giant book depicting moments in history or contributions made to American history in which members of different ethnic groups had participated. Examples could be Chinese working on the railroad, the Scandinavians settling on the farms in the northern states, and the Spanish exploring the southwest.

Homeroom or Language Arts Teacher

The homeroom or language arts teacher could have the students write and illustrate folk tales of many ethnic groups. Dolls or puppets could be made wearing the colorful costumes of various ethnic groups. These dolls or puppets could be made from muslin or old sheets dyed a color close to skin tone. The material is then cut in the shape of a human being. Two of the shapes are sewn together around the edge, but room is left at the top to turn the material inside out. At this point in the process, the doll would look like the figure in the diagram on the following page.

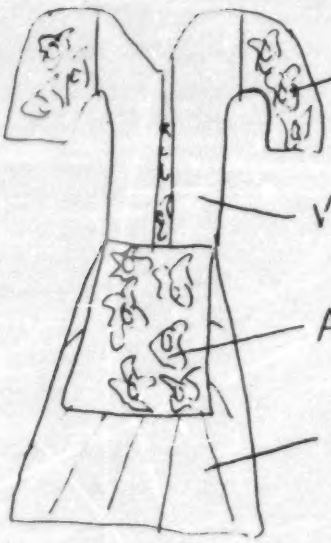


Sew around edges and turn inside-out.

Two pieces (sew together)

Band made of different materials

Japanese



Blouse (Two pieces sewn together)

Vest (Three pieces)

Apron (one piece)

Skirt (one piece sewn together in back)

Polish

Dolls and Their Costumes

The doll would then be stuffed with old stockings or rags. The face can be made with magic markers and yarn can be employed for the hair. The costumes can be made out of scrap materials or old sheets and students can make designs on them using the magic markers. Some ideas for costumes also appear in this diagram.

The class could take one holiday (Christmas, Easter, New Year, birthdays) and write about many ethnic groups and their ways of celebrating the holiday. All of the information could be compiled and made into one giant book with illustrations drawn by the students and an appropriate title on the cover.

Another project for language arts which could correlate with math and art is to make a calendar showing the days on which holidays and festivals are celebrated around the world. Make the calendar large enough so that in the box under the appropriate date the students can write in the name of the holiday or festival, the country in which it is celebrated, the story behind the holiday, and include an illustration of how it is observed in the country.

Other Activities Related to Ethnic Festivals

Pen pals are also an excellent source of information about the way people live in other countries. An interesting project for a festival could be to help the class find pen pals, encouraging them to write to them and ask them about their everyday life. When the answers are received, a bulletin board could be made of the letters. A string would then be attached to each letter and to the country from which it was received. If the letters are written in the languages of the pen pals, perhaps someone who comes from the country could translate them for the class. Both the original and the translated copy could be put on the bulletin board.

Since most ethnic groups have a language which is unique to them, a project dealing with the languages of other people could be a part of the festival. The class could set up a display which shows how some of our everyday expressions would appear written in a foreign language. These expressions could be put on a tape recorder in both English and in the foreign translation. Blank tapes could be available and other students could record themselves saying expressions in the other languages. The class could trace many of the words or phrases we use today back to

their original source (example: kindergarten-German; rodeo-Mexican). Then a display could be made showing the word or phrase and it's country of origin or the ethnic group that began using it. Pictures might also be drawn to illustrate it. (See illustration on next page.)

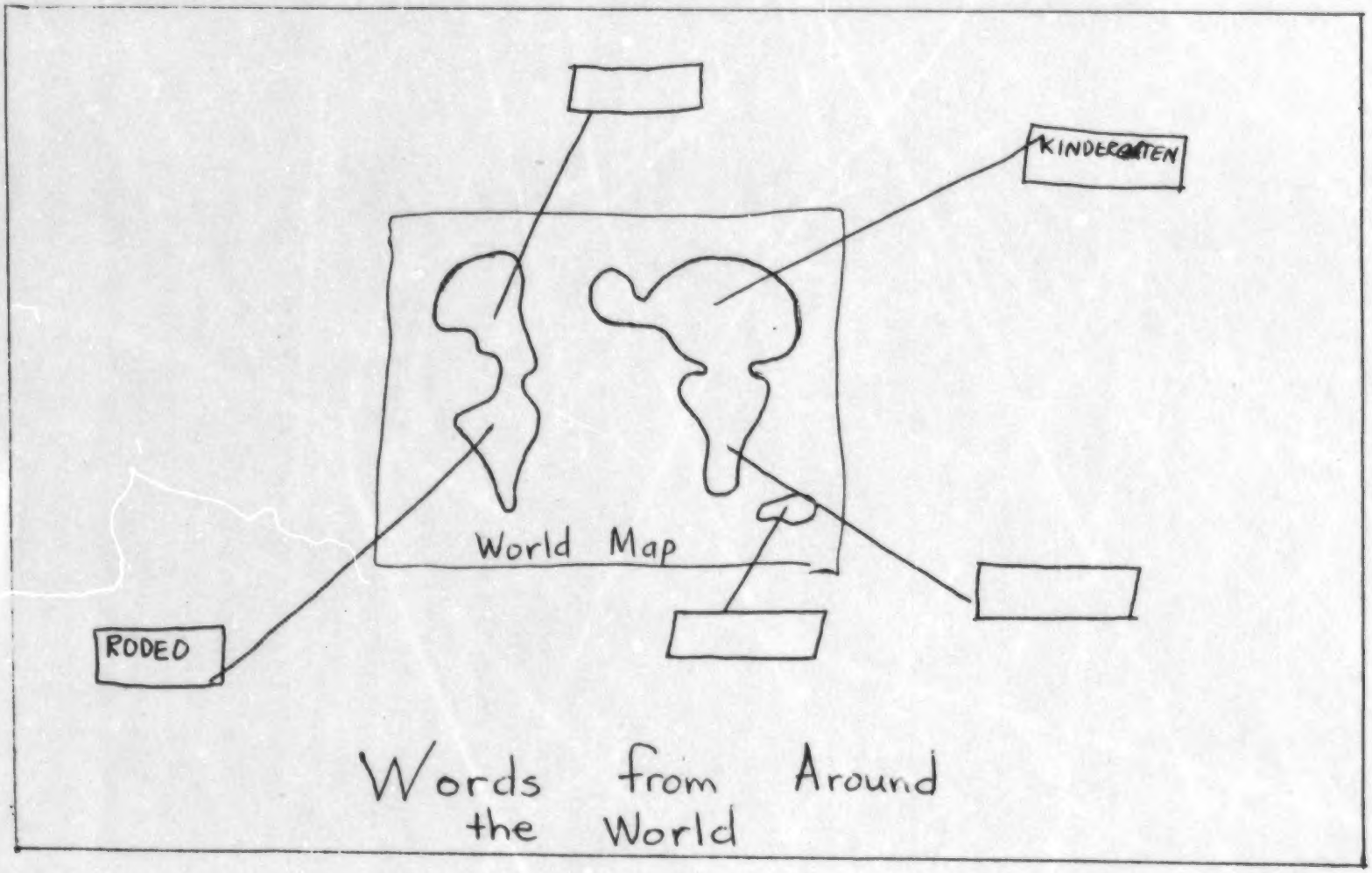
Also, the homeroom could have a fashion show showing some of the costumes worn by different ethnic groups. The students could make the costumes, write the descriptions, and coordinate the fashion show. Research could be done in the library or the encyclopedia could be used to find out how the costumes should look. Parents could help sew or find clothes that resemble the costumes worn by other ethnic groups.

Still another approach to ethnic festivals is for the entire school or one class to concentrate on one ethnic group and set up displays, demonstrations, or performances which reflect the cultural heritage of that group. This is especially helpful if a large segment of the school's population is of one nationality or ethnic group. One room or committee might take the music, another dance, customs, holidays, foods, history, costumes, etc. and present it in some way to the school. Many of the ideas and suggestions incorporated in the previous part could be used for this type of festival.

The Ethnic Parade

During the warm weather, an ethnic festival might take the form of a parade. Each room would take an ethnic group or one group could be the theme of the entire parade. If it involves only a part of the school the parade should move around the school yard while the non-participating classes observe. Parades involving the whole school might march in a two or three block radius around the school. Parents, neighbors, businesses, or other schools in the area could also be invited to observe. The parade might include the following aspects:

> Students with bicycles could decorate their bicycles with crepe paper streamers placed on the handlebars and drawn through the wheels. They could use the colors of the flag of their ethnic group. Colorful posters could be made from poster board using tempra paint or markers. The name of the group represented and some picture to symbolize the group could be placed on the posters. This poster could be hung on the back of the person on the bicycle.



Bulletin Board Example

Other students might dress in a costume of a particular ethnic group or dress as a famous person, either past or present, who belongs to that ethnic group. People who are well known but who have figured in some way in our country's past could also be represented. A sign could be put on the back of the child explaining who he is and the reason he is remembered.

Music and songs of an ethnic group might also be recorded and played on a portable tape recorder as the parade marches down the street. Music could also be played on a portable radio broadcasting foreign music. Students could make musical instruments out of poster board like the ones used in the music being played and march in the parade as musicians.

Floats might be made on a piece of plywood which is placed on a wagon and pulled in the parade. A small village or town could be made similar to those found in the country of a particular ethnic group. Ground features (mountains, grass, hills, roads, etc.) could be made using plaster of Paris. Tiny houses and trees could be bought or made from available materials. Dolls could represent the people.

Sandwich board posters could be made and worn over the shoulders of students. Pictured on the posterboards could be the foods eaten by a particular ethnic group, scenes of the national pastime or sport of the group, pictures or symbols of contributions the group has made to the language or style of life of this country, and pictures of a special holiday or festival celebrated by the group.

If, on the other hand, the class chooses to take one central theme and develop it for several ethnic groups, several other activities can be used. The following themes illustrate this.

Have Pride In Yourself and Your Heritage

Place on the bulletin board pictures of children from different ethnic groups around a map. Place strings from the picture to the country from which the child or his ancestors originated. These pictures can be cut from a magazine or be snapshots of children in your school who belong to different ethnic groups.

Foods From Around the World

Place pictures of different foods eaten by the children (either drawn by the students or cut from magazines) on the board and beneath them labels which depict the ethnic group that brought it to America (examples: hot dogs - German; pizza - Italian).

They Made America Great

Have students write stories and draw pictures of people or groups who figured in some way in the history of this country. The name of the city could be substituted for America in the caption and the stories could feature people who were prominent in the history of the city of Detroit.

Festivals for You to Celebrate

Display essays written and illustrated by the students describing the manner in which festivals are celebrated by different ethnic groups and reasons they are celebrated.

Everybody Says "Hello", "Good-bye", "How Are You", or "Merry Christmas"

(Choose any one) Place on the board how the phrase or word is said in different languages.

These are only a few ideas for the use of bulletin boards but they show how boards can be used to teach ethnic studies. Each teacher can devise a board to meet his individual needs.

A Potluck Supper. Parents and children cooperate in understanding ethnicity.

This project would involve both parents and children in learning about other people. It is also an excellent opportunity for teachers and parents to get acquainted.

Choose a convenient evening or afternoon in which students and parents can have a potluck dinner. Each child and parent should prepare a dish that is a favorite

of their ethnic group. If many students in your class belong to the same group, the requirement could be to prepare a dish that is a speciality of another ethnic group. The recipes could be obtained from a cookbook which contains international recipes. On the afternoon or evening of the dinner, the dishes are set out, labeled, and consumed in a smorgasbord fashion. Emphasize the point that each participant bring a different dish so that many nationalities will be represented. The students could put on a performance (songs, dances, choral readings, etc.) or display some of their work. The parents, teachers, and students could discuss some of the customs and traditions observed in the home. Travel films could be borrowed from the library and shown at this time or a speaker could be invited to talk about the ethnic history of the city. Music from the different countries could be played in the background.

Celebrating a Holiday a Month

All children enjoy celebrations and holidays. This enthusiasm can be used to acquaint students with the culture of other people. The idea is to take one holiday or festival a month and have the students celebrate it with an activity. Some ideas might be:

Activity 1

If the festival calls for lanterns or some kind of light, they can be made in several ways. One way is to carve out a turnip, potato, or other suitable vegetable or fruit and paint the outside and place the candle on the inside.

Activity 2

Some festivals call for masks. Masks can be made from paper bags decorated with construction paper. Others can be made using paper plates. A more difficult kind can be made using papier maché which is shaped around clay. The clay can be made into any shape desired (animals or people) and strips of paper wrapped around it. After it has become dry and hard the mask can be removed from the clay and painted in any fashion desired.

Activity 3

The students can make puppets and act out a short skit about the celebration.

The most important thing in this project is to select celebrations of many different ethnic groups. The teacher and students should find one for each month and strive to find some which are still celebrated today. National holidays (such as the 4th of July) celebrated in this country should not be included.

CONCLUSION

It is my hope that at some time in the teacher's busy schedule, he (she) will try some of these ideas in his (hers) school or classroom. It is important that all children be aware of who they are, where they came from, in short, their heritage. Often, in our eagerness to get across the three R's we overlook this fact. Children would perhaps be more accepting and show greater understanding toward those who are different than they if they knew the customs and cultures of other peoples. Hopefully, this understanding would influence their adult life, eventually making them the leaders of a more tolerant generation. All teachers are aware of the importance of a positive self-image in children. Ethnic studies is one way of helping children develop this positive image.

It is of significant value for the children that ethnic studies be, at some time, included in the school curriculum. These suggestions in this handbook can be included in almost any subject. Hopefully, teachers will use them as they are or change them to fit their purposes - but the most important thing is that they use them.

********** RESOURCES AND BOOKS**********

South East Michigan Regional Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48202

872-2225

Can provide you with information on the ethnic history of the city and put you in contact with various Detroit area ethnic organizations.

International Institute
111 East Kirby
Detroit, Michigan 48202

871-8600

Can provide you with programs about different ethnic groups, teach you dances and songs of different ethnic groups, and put you in contact with people of various ethnic groups residing in the city and suburbs.

Children's Museum
67 East Kirby
Detroit, Michigan 48202

873-2670

Detroit Historical Museum
5401 Woodward
Detroit, Michigan 48202

833-1805

Ethnic Directory I (Available at Ethnic Heritage Studies Center)

A source of ethnic restaurants, stores, churches, recipes, organizations, and institutions.

Holidays Around the World
by Joseph Gaer

The Book of Festival Holidays
by Marguerite Ickis

Customs and Holidays Around the World
by Lavenic Dobler

All three provide the teacher with information about celebrations around the world. Many holidays and festivals are outlined.

Festivals for You to Celebrate
by Susan Purdy

This publication presents art projects which can be done in conjunction with holidays observed in other countries.

Festivals
by Ruth Manning Sanders

A book of stories which tell about festivals around the world.